Analysis of Social Media Addiction on Students' Academic Performance: With Special Reference to Rajasthan

Synopsis of the Research Proposal Submitted for the Registration in the

Ph.D. Program (Part-Time) in Management

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Proposed Summary/Abstract

In recent era social media via different platforms significantly transformed patterns of communication, particularly among students. These social media sources provides numerous opportunities for interaction, collaboration, networking, and learning, excessive and unregulated usage has been growingly related with behavioral challenges. Among the most prominent concerns arising from such usage is social media addiction (SMA). Within the Indian context, the rapid expansion of digital access and use of smart phones by students has intensified concerns related to academic distraction, deviation from academic goals, and psychological disturbances linked to addictive patterns of these social media usage.

Research explores the antecedents and consequences of extensive use of social media by well performing students' academic performance. Research study applies the Situation (Stimuli)-Organism-Behavior-Consequence (S-O-B-C) Model by which how the stimulus **(Peer Pressure, FOMO, Easy Digital Access) lead to students' experience of cognitive (Mental ease), leading to behavioral pattern like divergence leads to reduced academic outcomes (Performance, Motivation, Engagements). We will apply a mix method approach methodologically.**

By a mixed-method approach, the study targets to:

- Recognise major psychological and social antecedents affecting SMA.
- Testing the consequence of SMA on academic engagement, motivation, and results.
- Construct a mental model explaining the SMA-academic output relationship in India & Rajasthan.

Primary data will be collected from UG-PG students from Rajasthan using validated scales and structured interviews. With use of Qualitative (Interviews & FGD) & Quantitative (with statistical tools: SPSS & PLS) analysis will be complemented by thematic analysis for qualitative insights.

Research may contribute to the literature on digital behavior & educational understanding, offering policy recommendations and intervention strategies relevant for Indian educational institutions.

Introduction:

The Current century has been recognised by an unprecedented transformation, development in the sphere of human communication, primarily driven by the advent and rapid diffusion of digital and social media technologies. From the launch of SixDegrees.com in 1997 this often regarded as the first social networking site to the emergence of contemporary platforms such as Facebook, WhatsApp, Instagram and YouTube, social media has evolved into an indispensable element of daily life. It has restructured how humans communicate, collaborate, and construct their identities in both personal and professional domains. This advanced digital trasformation has been particularly impactful among students, who represent among active user groups across the world, including India.

These modern resources (Digital Platforms) have inherited their original purpose of social connectivity to become versatile ecosystems that support educational communication, information exchange, and collaborative learning. For students, they offer routes for academic engagement such as online study groups, knowledge sharing, and peer collaboration alongside entertainment and leisure activities. Though, SMPs (Social Media Platforms) have also been associated with **problematic and excessive usage patterns**, often conceptualized as **Social Media Addiction (SMA)**. SMA is a behavioural condition characterized by compulsive and uncontrollable use of social networking platforms, accompanied by preoccupation, withdrawal symptoms, and negative impacts on personal, psychological, and academic domains (Tandon et al., 2021; Elhai et al., 2024) A recent psychological study shows small but major negative link between excessive smartphone/social media/gaming & academic performance. Kus, M, et al.(2025).

India, with its fast expanding digital infrastructure and budget friendly data accessibility, has now become one of the largest social media markets globally. As per the Statista (2024), India hosts over **530 million population with social media actively** & the majority belonging to the 16-24 age group. The deep penetration of smartphones and inexpensive internet services provided by major telecom operators such as Jio, Vodafone and Airtel have further accelerated digital inclusion. The Delhi-NCR, Mumbai, Bangalore, in particular, exemplifies high digital involvement of students who are more attracted by social media for academic collaboration as well as for entertainment and personal expression. This extensive integration & association of digital tools into daily routines has blurred the boundaries between productive and addictive use, leading to growing academic, behavioural, and psychological concerns.

Multiple long studies have found & emphasized that social media overuse and addiction can adversely affect **students' academic performance** through mechanisms such as **time displacement**, **academic procrastination**, **cognitive distraction**, and **sleep disturbances** (Masood et al., 2020; Malik et al., 2020). Simultaneously, antecedent factors like **peer pressure**, **FoMO** (**Fear of Missing Out)**, **social comparison**, and **information overload** act as stimuli that predispose individuals toward addictive usage (Islam et al., 2022; Kaur et al., 2021). Despite the increasing attention to this phenomenon in global scholarship, research in the Indian context remains limited, fragmented, and largely descriptive. There exists a significant gap in theoretically integrated studies that explain the pathways by which social media addiction influences academic outcomes among Indian students, particularly within competitive academic environments such as Rajasthan

Social Media in Indian Context:

Positive Impacts: Social connections (Network) are associated part in the todays' advanced society. It enhance and enjoy life in a variety of ways, therefore benefiting both life and society. Social media has played a vital part in developing Indian society. The valuable effects of social media are Digital medium of communication social media is a simple and easy medium of communication. It enables people to interact with the people what they need. It enables to have conversation with the people who are away from us. Reduces time for communication: there are many historical & traditional types of media like post, telegram which takes days together to deliver the messages whereas now the same messages can be delivered within the seconds by a click. It plays an integral part in reducing time over the distance and make the communication faster and efficient.

Negative Impacts: Like a coin has two sides, likewise social media can impact positively and also negatively on the society. The negative impacts are: Excess of Information, scams and privacy insecurity: there are many issues of excess of information which aren't reviewed and verified. Internet fraud is a prevalent and ongoing issue. Because of that major inappropriate activities are reported from remote areas, it is impossible to investigate them. Information of others can be used to misuse by fraudsters. People have relatively little technological understanding, making them vulnerable to such invasions. Due to such bases there are high chances of cyberbullying, online harassment and trolling (Abbas, Aman, 2019). SMA impacts negatively social wellbeing, academic performance and mental health (Aslan, I, et al, 2024). However, many websites now incorporate a variety of security safeguards. Many frauds which are occurring every day even with high security arrangements. People privacy is a concern for everyone due to social media platforms becoming open source and allowing anyone to use them. To get around this restriction, business are continuously working to protect the users Data by implementing efficient safety features.

1. **Digital Transformation in Indian Education**

India has undergone a massive digital revolution in the education sector over the past decade. The proliferation of smartphones and affordable internet, especially through providers like Jio & Airtel has expanded digital access. According to the Internet and Mobile Association. Of India (IAMAI, 2023), 76% of urban youth and 48% of rural youth are active internet users, primarily accessing content via mobile devices.

2. **Social Media as an Academic and Non-Academic Tool**

These advance media has grown extensively, networking to become a key educational support tool among Indian students. Platforms like WhatsApp, YouTube, Telegram, and Instagram are frequently used for:

- Academic collaboration via groups and channels.
- Study material sharing, recorded lectures, and live tutorials.
- Peer communication, often mixing academic and personal spheres.

However, while social media motivate educational access, it also fosters dependency. Students frequently switch between academic and recreational content, leading to reduced concentration and time management issues (KPMG & Google, 2021).According to Energy & Resources Institute (TERI-2023) study indicated that 1 in 4 college students show signs of problematic social media use or digital addiction.

3. **Psychological and Academic Implications**

Social media overuse is increasingly linked to:

- Academic procrastination (Henríquez et al., 2020)
- FoMO (Fear of Missing Out)
- Depression & Anxiety (Jain & Pant, 2020)

A survey by NCERT (2022) revealed that 42% of students experience academic distraction due to over social media use, while 77% use it daily for non-academic purposes. Despite the growing number of educational influencers and platforms, 38% of students admit to feeling overwhelmed, distracted, or emotionally affected by their social media platform habits (KPMG & Google, 2021).

Literature Review:

The growing changes in social media platforms and smartphone approach has intensified scholarly interest in the phenomenon of social media addiction (SMA) and its effects on students' academic performance. Since 2020, research both global and India focused has increasingly explored psychological, behavioral, and contextual antecedents of SMA and mapped its direct and indirect consequences for academic outcomes. This literature review synthesize empirical finding (2020-2025), highlighting patterns, mediators/moderators, methodological strengths and limitations, and directions relevant to the Indian context.

Antecedents of Social Media Addiction:

Psychological factors: Depression, anxiety, loneliness, low self-esteem, and social anxiety are repeatedly identified as risk factors for SMA, operating both directly and via coping-oriented use of platforms. Several large-scale and systematic reviews report consistent links between mental-health indicators and problematic social media use.

Usage patterns and device dependence: Frequency, duration, nighttime usage, and smartphone dependence are robust behavioral predictors of SMA. Meta-analytic evidence suggests that smartphone and social-media-related behaviors emphasize minor but continuous negative relation to academic outcomes, partly because device-mediated distraction increases.

Contextual and demographic factors: Indian studies emphasize heterogeneity by age, urban/rural background, parental supervision, and educational stage. While some regional studies find gender effects, others report negligible differences, indicating that local context and measurement approaches influence findings.

Pandemic-related escalation: COVID-19 lockdowns and remote learning environments substantially increased screen time and provided situational triggers for SMA. Empirical studies conducted during/after the pandemic report higher prevalence and show amplified links with reduced academic engagement.

Mediators and moderators: Contemporary studies increasingly use mediation models to show how antecedents like anxiety lead to SMA, which in turn reduces academic engagement and raises procrastination both proximal predictors of lower grades. Self-regulation, academic self-efficacy, and constructive (educational) use of social media moderate these pathways.

Consequences of Social Media Addiction on Academic Performance:

Direct associations: Multiple cross-sectional studies and some systematic syntheses report major negative associations between SMA and measures of academic performance (Grades and study time). Effect sizes vary; some context-specific studies report strong associations, whereas aggregated meta-analytic effects tend to be small-to-moderate.

Indirect pathways: SMA undermines sleep quality, attention/concentration, and study time; it also fosters procrastination and reduces academic engagement. These indirect mechanisms explain much of the variance in academic outcomes across studies.

Mixed findings: A minority of studies note neutral or context-dependent effects—social media used purposefully for collaboration, resources, or course communication can have neutral or positive impacts when not addictive. These findings highlight the importance of distinguishing between adaptive use and addictive patterns.

Indian evidence:

Prevalence rates in India show moderate-to-high levels of problematic use in student samples (estimates vary by measure and region). Indian research consistently reports associations between SMA and poorer academic

outcomes, sleep disturbances, and mental-health symptoms, though most Indian studies are cross-sectional and geographically clustered.

Methodological Observations:

The majority of post-2020 work is cross-sectional, limiting causal inference; measurement heterogeneity (different scales and cut-offs for SMA) complicates comparison. In near past time have seen more mediation-moderation analyses, machine-learning assumptions, and a few longitudinal or mixed-methods works, but longitudinal and interventional studies remain limited.

Implications for further Research:
Key directions include: (a) longitudinal designs to probe causality, (b) clearer operationalization separating usage from addiction, (c) interventional studies testing parent/school-level controls, and (d) Indian multisite samples to improve generalizability. Investigating platform-specific effects, nighttime usage, and the role of academic self-regulation as a protective factor appears particularly promising.

Conclusion:
Post-2020 literature solidly positions SMA as a variable have relations with poorer academic outcomes through both direct time-displacement and indirect pathways (Sleep disruption, reduced engagement, Procrastination). Indian studies mirror global patterns though stronger causal designs and broader geographic coverage are needed for policy-relevant inference.

Statement of the Research Problem:

- **Lack of Integrated Understanding**: Even though awareness of social media addiction is growing among students, there is insufficient theoretical connections explaining how social media overload (SMO) triggers internal psychological responses FoMO and Mental Health Problems (MHP) which in turn lead to addictive behaviours and cognitive disruptions, ultimately impacting academic performance.

- **Contextual Gaps in Indian Picture**: Appropriate studies are based in Western contexts, and fail to capture India's unique socio-cultural and academic environment, where digital adoption, academic stress, and social comparisons are particularly high among students.

- **Underexplored Mediating and Behavioural Pathways**: There is a research gap in examining the mediating roles of FoMO and MHP, Behavioural patterns like addiction and cognitive load, in the process from social media stimulus to academic outcomes.

- **Limited Consideration of Individual Differences**: Moderating variables such as personality traits, resilience levels, and peer comparison tendencies remain underexplored, Event though they may highly affect how students react to social media overload and its consequences.

Objective of the Study:

- How Social Media Overload does affects students' Academic Performance?
- How does SMO effect students' Mental Health and leads to FoMO (Fear of Missing Out)?
- How does Addictive & Cognitive behaviour effect Academic Performance?

Theoretical Background:

S-O-B-C Model

Based on a deep assessment of earlier theoretical and empirical studies, the S-O-B-C (Stimulus-Organism-Behaviour-Consequence) model has been recognized as an appropriate framework for examining the relationships among situational factors, psychological processes, behavioural results, and individual-level outcomes. The model explains how situational stimuli (S) influence the internal psychological states of individuals (Organism-O), which ultimately lead to behavioural responses (B) and result in specific consequences (C) (Talwar et al., 2021).

The selection of the S-O-B-C model for the present study is justified on two major grounds. First, the model provides a comprehensive explanation of human behaviour by extending earlier theoretical frameworks likewise the Stimulus-Organism-Response (S-O-R) and Stress-Strain-Outcome (S-S-O) models, which have been much applied in past studies to investigate the usage of SMPs negative effects (Masood et al., 2020; Whelan et al., 2020b). Second, the S-O-B-C framework enables the inclusion of in the present framework, perceived attractive value and peer pressure, represented through audio and visual appeal as well as social influence (AVPP), are considered covert situational stimuli. In contrast, the desire for optimal and improved self-presentation on SMPs is conceptualised as an overt psychological stimulus. While the study draws theoretical support from Whelan et al. (2020a), it extends their framework by incorporating different situational variables and behavioural mechanisms. Specifically, unlike Whelan et al. (2020a), who tested FoMo (fear of missing out) as a primary stimulus, the latest study focuses on situational indicators of loneliness and self-presentation. Further, the inclusion of social comparison as a moderating variable represents an additional contribution to the existing framework.

Based on the proposed model, it is suggested that Situational Stimuli (S), including perceived antecedents Audio-Video-Peer Pressure (AVPP) and self-presentation motives on SMPs, may lead students to involve more aggressively with these platforms. Increased engagement is believed to expose students to a regular and excessive flow of information and social interaction, which exceeds their cognitive processing capacity and results in an organismic state (O) characterised by information and communication overload. When such overload occurs, students' self-regulation capacity is adversely affected, leading to excessive and compulsive use of SMPs. This behavioural pattern reflects social media addiction (SMA) (B). As a consequence, students experiencing SMA are likely to allocate more time to social media activities and less time to academic work, which ultimately results in a decrease in academic performance (AP) (C).

However, it is also proposed that the effects of situational stimuli and overload may vary across individuals. In this aspects, social comparison tendencies are expected to play a moderating role in shaping students' experiences on SMPs (Kaur et al., 2021; Malik et al., 2020). Past studies has identified social comparison as a vulnerability factor (Verduyn et al., 2020) and has established its moderating impact on the relationship between SMP usage and its outcomes (Han et al., 2020; Verduyn et al., 2020). Accordingly, it is argued that students with lower tendencies toward social comparison are likely to experience comparatively weaker negative effects of situational stimuli and overload than those with higher social comparison tendencies. Social media now a days has a very pivotal role to play in students' lives, particularly in India, where smartphone penetration and internet access have surged. Research suggests that SMA, characterized by excessive use and withdrawal symptoms, may negatively impact academic performance by reducing study time, increasing procrastination, and elevating stress levels. Studies, such as one conducted among medical students in Manipal, India, have found a correlation between social media use and academic outcomes, with a focus on duration and addiction scores. Another meta-analysis globally indicates a negative correlation of -0.172 between social media addiction and academic achievement, highlighting the need for context-specific research

In the Rajasthan context, cultural factors such as family expectations, peer pressure, and the competitive academic environment may exacerbate the impact of social media addiction. This analysis proposes a new S-O-B-C model to systematically understand these dynamics and identifies a research gap for future studies.

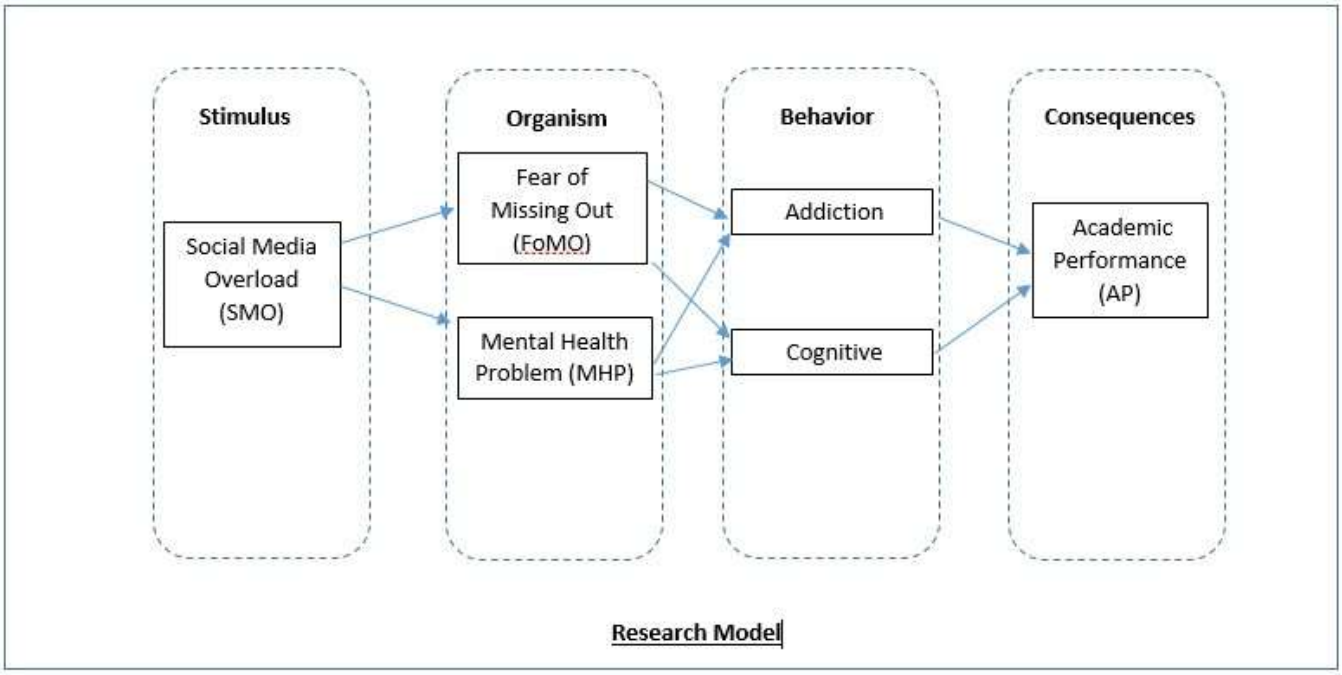
Construct for Model/Framework S-O-B-C:

To identify and operationalise the constructs relevant to the S-O-B-C framework, an extensive review of existing literature was undertaken to develop the methodological protocol for the present study. In line with this, an open-ended qualitative survey is proposed to capture students' perceptions and lived experiences related to social media platform (SMP) usage. The survey will be administered to undergraduate and postgraduate students, strictly adhering to prescribed ethical guidelines for academic research and data collection. Participants will be requested to reflect on their motivations for using SMPs and to describe one or more situations in which they experienced negative outcomes while engaging with these platforms. In cases involving primary-level respondents, parental consent will be obtained as per ethical requirements.

The qualitative data generated through the survey will be analysed using the grounded theory approach, enabling the systematic development of constructs and relationships grounded in participants' responses. This approach has been widely adopted in prior studies to build theory-driven research models in similar contexts (Jabeen et al., 2022; Talwar et al., 2020). The conclusion skimmed from this analysis will be utilised to refine and validate the proposed research framework within the S-O-B-C paradigm.

Based on preliminary conceptual assumptions drawn from the literature, it is anticipated that students' engagement with SMPs may be driven primarily by two broad motivations. First, students may use SMPs to cope with or respond to perceived attractive value and peer pressure factors (AVPP). Second, students particularly those above 18 years of age may engage in SMP usage to project an idealised self-image and to attain psychological comfort and a sense of relatedness through online interactions. These motivations are presently conceptual in nature and will be empirically examined and validated through the proposed qualitative investigation.

Research Model (Diagramatic Presentation)



Research Model

Study Variable (Table)

Construct	Variable Name	Description	Suggested Citation
Stimulus	Social Media Overload (SMO)	Excessive exposure and information flow from SMPs	Maier et al., 2015; Islam et al., 2020
Organism	FoMo (Fear of Missing Out)	Anxiety from believing others are having rewarding experiences, reinforcing compulsive use	Elhai et al., 2024; Alptraum et al., 2023
	Mental Health Problems (MHP)	Psychological symptoms such as stress, anxiety, or depression due to social media	Keles, McCrae, & Grealish, 2020
Behaviour	Addiction (SMA)	Compulsive engagement with social media despite adverse outcomes; driven by FoMO and low self-regulation	Salazar et al., 2024; Park & Kim, 2023
	Cognitive Disruption (COG)	Impact on concentration, memory, decision-making due to social media	Yu & Liu, 2020
Consequences	Academic Performance (AP)	Measured through GPA, study time, classroom attention, and perceived academic success	Afolabi et al., 2024; Sharma & Mehta, 2023

Hypothesis/ Research Questions:

H1–H2: Direct Effects of SMO

H1: Social Media Overload (SMO) influences Fear of Missing Out (FoMO).

H2: Social Media Overload (SMO) influences Mental Health (MHP).

H3–H4: Effects of FoMO

H3: Fear of Missing Out (FoMO) influences Social Media Addiction (SMA).
H4: Fear of Missing Out (FoMO) affects Cognitive Disruption (COG).

H5–H6: Effects of MHP

H5: Mental Health Problems (MHP) influence Social Media Addiction (SMA).
H6: Mental Health Problems (MHP) influence Cognitive Disruption (COG).

H7–H8: Behavior-to-Consequence

H7: Social Media Addiction (SMA) affects Academic Performance (AP).
H8: Cognitive Disruption (COG) affects Academic Performance (AP).

Questionnaires:

1. Social Media Overload (SMO) (Maier et al., 2015; Islam et al., 2020)

- SMO1: I feel submerged by the number of related information on social media.
- SMO2: I get many notifications from SMPs (Social Media Platforms).
- SMO3: Managing social media demands too much of my time.
- SMO4: I feel I need to constantly stay updated on social media.

2. Fear of Missing Out (FoMO) (Elhai et al., 2024; Alptraum et al., 2023)

- FoMO1: I assume others will experience better than me.
- FoMO2: I feel tensed when I find my friends enjoy without me.
- FoMO3: It bothers me when I miss planned group activities.
- FoMO4: I feel anxious if I don't check social media frequently.

3. Mental Health Problems (MHP) (Keles, McCrae, & Grealish, 2020)

- MHP1: I often feel anxious after using social media platforms.
- MHP2: Social media makes me feel stressed or low.
- MHP3: I find it hard to relax after browsing social media.
- MHP4: I feel emotionally drained after long use of social media.

4. Social Media Addiction (SMA) (Salazar et al., 2024; Park & Kim, 2023)

- SMA1: I check on social media to escape from negative feelings.
- SMA2: I feel a strong urge to use social media frequently.
- SMA3: I have tried to reduce time on social media but failed.
- SMA4: Use of social media impacts my daily activities.

5. Cognitive Disruption (COG) (Yu & Liu, 2020)

- COG1: I find it hard to concentrate because of social media.
- COG2: I get easily distracted by social media while studying.
- COG3: I forget tasks due to frequent social media usage.
- COG4: Social media reduces my ability to focus for long.

6. Academic Performance (AP) (Afolabi et al., 2024; Sharma & Mehta, 2023)

- AP1: My academic performance has a relation with social media usage.
- AP2: I find it hard to complete assignments on time due to social media.
- AP3: I perform well in academics despite using social media.
- AP4: Social media has helped me in improve my academic work.

Research Methodology:

In our research study we will be using the sequential exploratory mixed methods research design. The study uses both quantitative & qualitative approach which helps to acquire well-constructed insight into a complexed & unexplored phenomenon (Javdan et al., 2023).

Depending upon the variables sample size will be calculated

Data Collection:
Primary data will be collected UG-PG level students from Rajasthan using validated scales and structured interviews. With use of Qualitative (Interviews & FGD) & Quantitative (with statistical tools: SPSS & PLS) analysis will be complemented by thematic analysis for qualitative insights.

Data Analysis:
Prior to major analysis, we will confirm that the data met the assumptions of multivariate analyses for normality and multi-collinearity. We will analyze the two datasets separately through SmartPLS. PLS-SEM has been prolifically used in before conducting the primary statistical analysis, the collected data will be examined to ensure compliance with the assumptions required for multivariate analysis, including normality and the absence of multicollinearity. The two datasets will be analysed independently using SmartPLS software. Partial Least Squares–Structural Equation Modelling (PLS-SEM) has been extensively applied in information systems and social science research and is well established as an appropriate analytical technique for complex models.

Recent methodological studies indicate that PLS-SEM is particularly effective for models focused on theory development and performs comparably to covariance-based SEM in identifying meaningful structural relationships among constructs (Islam et al., 2022). In the context of the current study, PLS-SEM is considered the most suitable analytical approach for two primary reasons. First, the proposed research framework is exploratory in nature and seeks to contextualise the S-O-B-C model within the study setting. Second, the study emphasises prediction and explanation of relationships among key constructs rather than model fit alone, which aligns with the strengths of the PLS-SEM approach (Khaola et al., 2022).

Prior information systems literature. In recent time, researchers have suggested that PLS is highly beneficial for testing models aimed at theory development and are equivalently effective to covariance-based SEM in detecting actual pathways (Islam et al., 2022). PLS-SEM was believed to be more suitable in our study because (i) our framework is exploratory and aimed at contextualizing the S-O-B-C model and (ii) we focus on assuming and elaborating the key variables' associations (Khaola et al., 2022).

Limitations:

(Factors beyond the control of the researcher that may affect the outcome):

Self-reported Data Bias

The study relies on self-reported reply for major variables like social media use, academic performance & psychological state, which may be subject to The research may be subject to certain response-related limitations, including social willingness bias and recall inaccuracy. Social willingness bias may occur when respondents consciously or unconsciously give response that they perceive to be socially accurate rather than fully reflective of their actual behaviours or experiences. Additionally, recall inaccuracy may arise due to respondents' inability to precisely remember past experiences or usage patterns related to social media platforms. These potential biases are acknowledged and will be addressed through careful questionnaire design, anonymity assurance, and clear instructions to encourage honest and accurate responses.

Cross-sectional Nature of Data:

Although the study uses qualitative and quantitative approaches, data is collected at a single point in time, limiting the ability to **prove cause & effect** between social media addiction and academic performance.

Limited Generalizability:

Outcome may not highly regularized to all Indian students due to **regional, cultural, and institutional diversity**, especially in rural or non-English-medium contexts.

Uncontrolled Extraneous Variables:

Other factors such as **parental pressure, teaching quality, socio-economic status**, and **exam stress** may influence academic performance but are **not the central focus** of this model.

Work Plan of the Research:

Activity Schedule (Duration: 36 Months)				
Phase	**Duration**	**Activity**	**Description**	**Deliverable**
1	Month 1–3	Problem Identification & Literature Review	Identify research gaps; review key works on SMO, FoMO, MHP, SMA, AP	Annotated bibliography, Conceptual framework
2	Month 4–5	Finalization of Research Objectives, Variables, Hypotheses	Finalize constructs and hypothesis development	Research Framework, Hypotheses document
3	Month 6–8	Instrument Design & Validation	Develop questionnaire items; pilot testing (Cronbach alpha, validity)	Validated Questionnaire
4	Month 9–11	Sampling Design & Ethical Approval	Define population, sample size; obtain IRB/ethics clearance	Sampling report, Ethical Approval Letter
5	Month 12–16	Data Collection (Mixed Method)	Survey distribution (quant); In-depth interviews (qual)	Raw dataset
6	Month 17–19	Data Cleaning & Pre-processing	Missing value check, outliers, normality	Cleaned & coded data
7	Month 20–23	Data Analysis (SPSS/AMOS/SmartPLS/ATLAS.ti)	Descriptive, EFA/CFA, SEM, Mediation, Moderation, Thematic coding	Analytical results
8	Month 24–26	Interpretation & Discussion	Connect findings with past studies; theoretical implications	Result chapter draft
9	Month 27–30	Thesis Writing (Drafting Chapters)	Chapter 1 to Chapter 5 writing	Full Draft Thesis
10	Month 31–33	Final Review, Feedback, and Revision	Inputs from supervisor and peers	Final thesis after revisions
11	Month 34–36	Pre-submission, Viva Preparation, and Submission	Final formatting, plagiarism check, mock viva	Thesis submission & Viva Voce

Gantt Chart (Horizontal Bar Chart View)

Activity	**M1–3**	**M4–5**	**M6–8**	**M9–11**	**M12–16**	**M17–19**	**M20–23**	**M24–26**	**M27–30**	**M31–33**	**M34–36**
Problem Identification & Lit Review	■										
Objective & Hypotheses Formation		■									
Instrument Design & Validation			■								
Sampling & Ethical Approval				■							
Data Collection					■						
Data Cleaning						■					
Data Analysis							■				
Interpretation & Discussion								■			
Thesis Writing									■		
Final Review & Revision										■	
Submission & Viva											■

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